

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY
MASTERY AND THEIR ABILITY IN WRITING PROCEDURE TEXT
AT THE FIRST SEMESTER OF THE NINTH GRADE OF
SMP N 16 BANDAR LAMPUNG
IN ACADEMIC YEAR 2020/2021**

A THESIS

Submitted as a Partial Fulfillment of the Requirements of Bachelor Degree

**By:
SHELA NUR AISYAH
SRN. 1611040100**

Study Program: English Education

Advisor : Dr.Melinda Roza, M.Pd

Co-Advisor : Fithrah Auliya Ansar, M.Hum



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2021**

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR ABILITY IN WRITING PROCEDURE TEXT AT THE FIRST SEMESTER OF THE NINTH GRADE OF SMP N 16 BANDAR LAMPUNG IN ACADEMIC YEAR 2020/2021

By:

Shela Nur Aisyah

The aim of research was to find out The correlation between students' vocabulary mastery and their ability in writing procedure text at the first semester of ninth grade of SMP N 16 Bandar Lampung in the academic year of 2020/2021. This study was focus on finding out the correlation between students' vocabulary mastery and their ability in writing procedure text of the first semester of the ninth grade of SMP N 16 Bandar Lampung.

The research methodology was used correlation design. In collecting the data, the researcher used test. The technique of collecting data of vocabulary mastery and ability in writing procedure were test . In taking the sample of the research, the cluster random sampling was applied. The population of the research was taken from the students of ninth grade of SMP N 16 Bandar Lampung in the academic year of 2020/2021. The sample of the research was taken 31 students from 103 populations.

In conclusion, the research findings show that there is significant between students' vocabulary mastery and their abilty in writing procedure text of the first semester of the ninth grade of SMP N 16 Bandar Lampung academic year 2020 ($r_{xy} = 0.791 > r_{table} = 0.257$). So the null hypothesis (H_0) of the research is rejected and alternative hyphothesis (H_a) is accepted.

Keywords: *Correlation, Vocabulary, Procedure Text and Writing Ability*

DECLARATION

I hereby certify that this thesis entitled: The correlation between students' vocabulary mastery and their ability in writing procedure text at the first semester of ninth grade of SMP N 16 Bandar Lampung in the academic year of 2020/2021 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.



Bandar Lampung, Desember 2020

Declared by,

Shela NurAisyah
SRN.161104010



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL

Title : **THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR ABILITY IN WRITING PROCEDURE TEXT AT THE FIRST SEMESTER OF THE NINTH GRADE OF SMP N 16 BANDAR LAMPUNG IN ACADEMIC YEAR 2020/2021**

Students' Name : **SHELA NUR AISYAH**

Students' Number : **1611040100**

Study Program : **English Education**

Faculty : **Tarbiyah and Teacher Training Faculty**

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung

Advisor,

Dr. Melinda Roza, M.Pd.
NIP. 197301272005012003

Co-Advisor,

Fithrah Auliya Ansar, M.Hum
NIP. 198910312015032002

The Chairperson of
English Education Study Program

Meisuri, M.Pd.
NIP: 198005152003122004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A research proposal entitled: **"THE CORRELATION BETWEEN STUDENT'S VOCABULARY MASTERY AND THEIR ABILITY IN WRITING PROCEDURE TEXT AT FIRST SEMESTER OF THE NINTH GRADE OF SMP N 16 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021"**,
by: **SHELA NUR AISYAH**, SRN: 1611040100, Study Program: **English Education**, was tested and defended the examination session held on: Friday, January 29th 2021.

Board of Examiner:

Moderator : Iwan Kurniawan, M.Pd

Secretary : Istiqomah Nur Rahmawati, M.Pd

Primary Examiner : Rohmatillah, M.Pd

Advisor : Dr. Melinda Roza, M.Pd

Co-Advisor : Fithrah Auliya Ansar, M.Hum



**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hi Nirva Diana, M.Pd

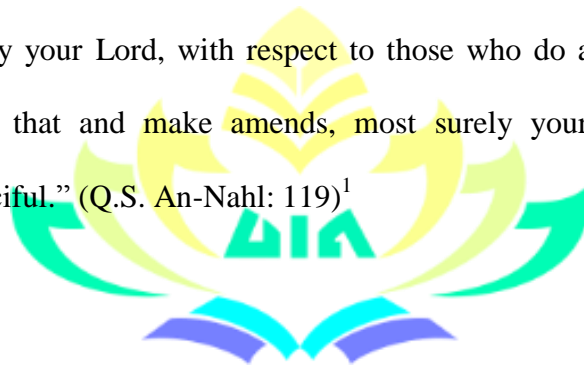
NIP: 196408281988032002

MOTTO

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا الشُّوْءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ

بَعْدِهَا لَغَفُورٌ رَحِيمٌ ١١٩ [سورة النحل, ١١٩]

119. “Yet surely your Lord, with respect to those who do an evil in ignorance, then turn after that and make amends, most surely your Lord after that is Forgiving, Merciful.” (Q.S. An-Nahl: 119)¹



¹Hussein Abdul-Raof, Qur'an Translation, 2013 <https://doi.org/10.4324/9780203036990>.

DEDICATION

This thesis is dedicated to everyone who cares and loves me in everytime. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Suhaimi M.Isa and Mrs.Soleha Agustina always support, patience, guidance, pray for my happy life and success, and give me strength to finish this thesis and my study.
2. My beloved brothers and sisters, Bimantara Nugroho and Natasya Magdalena who always support and give me motivation to finish my study.
3. My beloved aunt and cousin, who always love and support me to finish my study.
4. My beloved good friends, who always there for me to support me to finish my study.
5. My beloved lecturer of UIN Raden Intan Lampung who helped me grow up and have contributed much for my self-development.
6. My beloved Almamater, UIN Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Shela Nur Aisyah whose nickname is Shela. She was born in Bandar Lampung on October, 20th 1998. She is the oldest daughter of Mr. Suhaimi M.Isa and Mrs.Soleha Agustina. She has one brother and one sister whose names are Bimantara Nugroho and Natasya Magdalena

The researcher started her formal education at SDN 1 Rantau Tijing and graduated in 2010. She continued her study to SMP N 1 Pagelaran and graduated in 2013. After finishing her study at Junior High School, the researcher continued to SMAS Perintis 2 Bandar Lampung and finished in 2016. All of those three schools that she graduated from were in Bandar Lampung, Lampung. After that, she continued her study at State Islamic University (UIN) of Raden Intan Lampung in 2016.

While being a college student, the researcher is working at some courses and private lessons as an English tutor for Elementary school, Junior high school, and Senior high school.

Bandar Lampung, Desember 2020

Declared by,

Shela NurAisyah
SRN.161104010

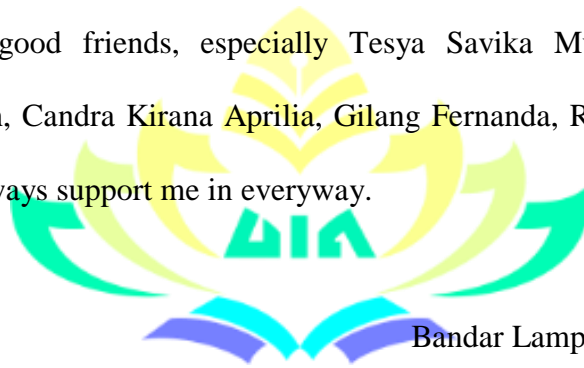
ACKNOWLEDGEMENT

Alhamdulillah, all praise to Allah SWT the almighty for this merciful and beneficent, for blessing me with mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Correlation Between Students’ Vocabulary Mastery and Their Ability In Writing Procedure Text at the First Semester of the Ninth Grade Of SMP N 16 Bandar Lampung in the Academic Year of 2020” is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Program at Tarbiyah and Teacher Training Faculty of Islamic State University of Raden Intan Lampung.

Therefore, the researcher would like to express her gratitude and appreciation, especially to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Dr. Melinda Roza, M.Pd, the Advisor, who spent her time in order to help, to give the researcher advise, guide and to support the researcher in finishing this thesis.
4. Fithrah Auliya Ansar, M.Hum, the Co-Advisor, who spent her time in order to help, guide, and support the researcher in finishing this thesis.
5. All lecturers of English Education Study Program in UIN Raden Intan Lampung, who has taught the researcher since year of her study.

6. Purwadi, S.Pd, M.Pd, the headmaster of SMP N 16 Bandar Lampung for allowing the researcher to conduct the research at the School, Hi.Yunita, S.Pd, as the English teacher of ninth grade students for giving the contribution while the researcher was conducting the research at the school, and all the students of the first semester of ninth grader students of SMP N 16 Bandar Lampung in the academic year of 2019/2020, for giving a nice participation while the researcher conduct the research.
7. All of good friends, especially Tesya Savika Murlita, Mahera Ayu Alhafidh, Candra Kirana Aprilia, Gilang Fernanda, Riska Rimadhani etc. Who always support me in everyway.



Bandar Lampung, Desember 2020

Declared by,

Shela NurAisyah
SRN.161104010

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
DECLARATION	iii
MOTTO.....	iv
DEDICATION.....	v
CURRICULUM VITAE.....	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	ix
LIST OF APPENDICES	x
LIST OF FIGURES	xi

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Objective of the Research	6
F. The Significance of the Research	7
G. Scopes of the Research	7

CHAPTER II LITERATURE OF REVIEW

A. Theory	9
1. Vocabulary	9
a. Definition of Vocabulary	9
b. Types of Vocabulary	10
c. Aspects of Vocabulary	11
d. Vocabulary Mastery.....	14
2. Writing.....	16
a. Definition of Writing	16
b. Purpose of Writing	17
c. Process Writing	18
d. Writing Ability.....	20
3. Text	22
a. Procedure Text.....	22
b. Generic Structure of Procedure Text and language features	23
c. The example of Procedure Text	25

d. Writing Procedure Text	25
B. Relevance Studies	27
C. Frame of Thinking	27
D. Hypothesis	28

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	29
B. Variable of the research	30
C. The Operational of the Research	30
D. Population, Sample and Sampling Technique	31
E. Data Collection Technique	32
F. Instrument of the Research	33
G. Scoring of Procedure	35
H. Research Procedure	37
I. Try Out	38
J. Validity and Reliability	38
K. Data Analysis and Interpretation	41
L. Hypothetical Test	42

CHAPTER IV RESULT AND DISCUSSION

A. Data Description	
1. Data Analysis	44
a. Students' Vocabulary Mastery	44
b. Students' Writing Procedure Text	45
c. Result of Normality Test	47
d. Result of Linearity Test	48
B. Correlation between students' vocabulary mastery and their ability in writing procedure text	49
1. Result of Hypothetical Test	50
2. Hypothesis Testing	50
C. Discussion of Findings	51

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	54
B. Suggestion	54

REFERENCES.....	56
------------------------	-----------

APPENDICES	59
-------------------------	-----------

LIST OF APPENDICES

Appendix 1A. Interview Guideline for the English Teacher.....	60
1B. Transcrip of Teacher Interview	61
1C. Teacher's Interview Result.....	63
Appendix 2A. Students' Interview Guideline	63
2B. Students' Interview Result	64
Appendix 3A. Daftar nama dan nilai siswa kelas (XIA)	65
3B. Daftar nama dan nilai siswa kelas (XIC).....	66
3C.Daftar nama dan nilai siswa kelas (XIE).....	67
3D.Daftar nama dan nilai siswa kelas (XIG)	68
3F.Daftar nama dan nilai siswa kelas (XI I)	69
Appendix 4A. The Instrument of the Research (Vocabulary Test before validated)	72
4B.The Instrument of the Research (Vocabulary Test After validated)	77
4C. Answer Key of Vocabulary Before Test	80
4D. Answer Key of Vocabulary After Test	81
Appendix 5A. The Instrument of Writing Procedure Text.....	82
Appendix 6. The Result Validation of Vocabulary Test	86
Appendix 7. The Result Reliability of Vocabulary Test	87
Appendix 8. Analysis of Students' Score Writing Procedure Text....	89
Appendix 9 Table r untu df=50	90
Appendix 10. Syllabus.....	92
Appendix 11.Surat Penelitian	99

LIST OF TABLE

Table 1. Percentage of Students' Vocabulary Mastery	3
Table 2. The Number of the Students'	31
Table 3. The Spesification of Tryout Test for Vocabulary Test Before Validation	34
Table 4. The Spesification of Tryout Teest for Vocabulary Test Before Validation	35
Table 5. Result of the Students' Vocabulary Mastery Test	45
Table 6. Result of the Students' Writing Procedure Text	46
Table 7. Normality of Vocabulary Mastery	47
Table 8. Result of Linearity Test	48
Table 9. Result of Hyphothetical Test	49



CHAPTER I INTRODUCTION

A. Background of the Problem

In learning, vocabulary is one aspect of language that must be learned. The mastery can support their speaking ability, can facilitate to communication with other people, can write and translate of meaning of words when they define English. Vocabulary is one of component of learning English. Without vocabulary, skills of language learning as listening, speaking, reading and writing cannot be successfully achieved. So we cannot deny that vocabulary will help learners, improve their language learning and a large vocabulary will help learners improve their language proficiency.²

Vocabulary is basis in language learning English. As stated by Peter, a variety has studies proven that appropriate vocabulary instruction benefits language students, especially school age learners.³ It means vocabulary teaching is really needed for students, because it can improve the student's skills.

Vocabulary is knowledge of meaning of words. As stated by Brown, vocabulary is seen its central role, conceptualized meaningful language.⁴ It means in other word vocabulary is the important part that can make the language meaningful. While as stated by Richard and Renandya, that vocabulary is a core component of

² Liu Zhi-Liang, Zhi-liang, Liu. (2010). A Study of English Vocabulary Learning Strategies for Non-English Majors in Independent College. Available on <http://ejournal.usd.ac.id/index.php/IJLS/article/view/1064>, accessed Sunday 12th, May 2019.

³ Peter lucantoni, *Teaching and Assessing Skill in English as a Second Language*. (New York: Cambridge University Press, 2002).p.3

⁴ H. Douglas Brown, *Principles of Language Learning and Teaching*: 4th Edition, (New York: Addison Wesley Longman, 2000), p.377

language proficiency and provides much of basis for how well learners write.⁵ It can be said that the first think people should learn is vocabulary because with vocabulary people can learn the language skills easier and will be useful for the process of achieving language teaching objectives. Because in writing process, the researcher is not only thinks the ideas, but they also should think the use of vocabulary correctly to convey ideas how to make something. Furthermore, the text that the written correctly and clearly will make it easier for the readers to read.

Writing is a complex activity in which the writer must have the ability to compose and integrate information, so the reader would be easy to understand the language that being used in written communication. According to Raimes, writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand.⁶ It means using writing the students can share their idea, feeling or anything that exist in our mind. Furthermore, writing can be conluded as a skill that describes or expressing ideas in written form.

Based on curriculum K-13, the ninth grade students of junior high school are expected to be able to arrange some of text, one of them is Procedure text. Anderson and Kathy say that a procedure is a piece of text that tells how to do

⁵Jack C. Richards And Willy A Renandya, *Methodology in Language Teaching*, an Anthology of Current Practice, (New York: Cambridge University Press,2002) ,p. 255

⁶Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University press, 1983),p.2

something.⁷ It means procedure text is a kind of text that gives instruction on how to do something through set of steps which should be completed in the sequence to get a goal.

Based on the preliminary research on Desember 12th 2019, by interviewing English teacher of ninth grade of SMP N 16 Bandar Lampung, Hj.Yunita , S.Pd. It was said that one of the problems in learning writing were student's lack of vocabularies. It means the students vocabulary mastery were lack. Because the vocabulary still lack and it make students lazy to write and is afraid of being wrong in words. And also, many of students also lack of grammatical. It was caused the students still found difficulty in choosing the ideas and words.⁸ This is the achieved of students' writing ability. It can be seen in table 1.

Table 1
The Students' Score of Vocabulary Matery at the Ninth Grade of SMP N 16 Bandar Lampung in the Academic Year of 2019/2020

No	Class	Students Score		Number of Students
		<72	>72	
1	9A	20	11	31
2	9C	18	13	31
3	9E	12	18	30
4	9G	17	14	31
5	9I	21	9	30
Total		88	65	153
Percentage		58%	42,%	100%

Source: The data from English teacher of SMP N 16 Bandar Lampung

Based on information from Mrs. Yunita, she just taught five classess in SMP N 16 Bandar Lampung. Then based on the data above, it can be concluded that there

⁷Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yara: MacmillanEducation,2003),p.51

⁸ Hj. Yunita, S.Pd, *interview with the English Teacher of SMP 16 Bandar Lampung*, Desember,12th, 2019.

are 65 students get > 72 score or just 42% of students that qualify from the KKM (Kriteria Minimum Mastery) score. And 88 students get <72 score or 58% students. It means that the students' vocabulary is still lack and not suitable for KKM at the school.

Based on the result of questionnaire that the researcher gave to the students, the researcher has found some problem in learning English especially in writing. The students said they still got the difficulties in writing of the sentence because they were still lack of vocabularies. It makes made them lazy to write and afraid using incorrect word. Additionally, many students also still have difficulties in developing their ideas in writing.⁹

In conducting this research, the researcher will use the relevant other studies. Related to writing ability, there are several researcher that have been conducted. The first was conducted by Jounal Hasan Nanang Bagus Subekti about "The Correlation Between Students Vocabulary Mastery and Their Writing Skill of Secondary School Students". The result of the research was a significant the correlation between students socabulary and their writing competence.¹⁰ The second previous was conducted by Journal BaiqAniatunHuliani, The Correlation Among Students' Vocabulary Mastery, Students' Creativity, and Their Writing of Descriptive Text. *Voices of English Language Education Society*".¹¹ The result

⁹The students, *Ninth Grade of SMP N 16 Bandar Lampung*, On July, 16th 2019

¹⁰ Hasan, Nanang Bagus Subekti. *The Correlation Between Students Vocabulary Mastery and Their Writing Skill of Secondary School Students*. *Journal English Language And Teaching (JEELT)* VOL.1.NO.2,2017

¹¹BaiqAniatunHuliani, The Correlation Among Students' Vocabulary Mastery, Students' Creativity, and Their Writing of Descriptive Text. *Voices of English Language Education Society*, Vol. 3 No. 1, (2019), p.31 <http://ejournal.hamzanwadi.ac.id/index.php/veles/article/view/1017> accessed on November 12th, 2019

was a positive correlation between students' vocabulary mastery students' creativity and their writing descriptive text. In addition another research was conducted by Safitri from State Institute of Islamic Studies Raden Intan Lampung,(2016) about "The Correlation Between Students Vocabulary Mastery and Their Recount Text Writing Ability".¹² The result was significant correlation between students vocabulary mastery and their recount text writing ability.

Based on those explanations, there were difference between those previous research and present research. The first previous research used vocabulary mastery and their writing competence, and the second previous research used vocabulary mastery and writing hartatory exposition text. The third previous research used vocabulary mastery and recount text writing ability. While present research, the researcher used vocabulary mastery and writing procedure text.

Based on the explanations above, the research was conducted on the title "The Correlation Between Students' Vocabulary Mastery and Their Ability in Writing Procedure Text at the first semester of the Ninth Grade of SMP N 16 Bandar Lampung in the Academic Year of 2020/2021".

B. The Indentification of Problem

Based on the background of the study above, there are problems that can be identify in this research such as : the students lack of vocabularies and wrong

¹²Anas Safitri, *The Correlation Between Vocabulary Mastery and Their Recount textWriting Ability at Second Semester of Eight Grade of MTs N 02 Way Kanan in The AcademicYear of 2015/2016* (State Institute of Islamic Studies Raden Intan Lampung). Published.

grammar, because still get difficulties to express they ideas. Then, the students are lacking in writing ability especially in writing procedure text.

C. The Limitation of the Problem

In this case, the research limited on procedure text. And vocabulary limited on noun, verb and adjective.

D. The Formulation of the Problem

Based on the identification and limitation of the problem above, formulation of the problems to be researcher asfollows: “Is there any correlation between students’ vocabulary mastery and their ability in writing procedure text?”

E. Objective of the Research

Based on the formulation of the problem, the objective of this research was to know whether there is significant between students’ vocabulary mastery and their ability in writing procedure textat the first semester of the ninth grade of SMP N 16 Bandar Lampung in the academic year of 2020/2021.

F. The Significance of the Research

From the statement above. The writer hopes the result of the research can give some uses in English teaching field. The uses of the research are:

a. Theoretically

This research hopefully give the information about vocabulary mastery and their ability in writing procedure text.

2. Practically

a. For Teachers

To increase and develop their method in teaching students about vocabulary relating to its importance in their in ability writing procedure text.

b. For Students

To motivate and encourage them to practice more learning English by improving their vocabulary mastery though some fun ways. In addition, by improving their vocabulary mastery, they will be able to increase their in ability writing procedure text.

c. For other researchers

To give the information the readers about the correlation between students' vocabulary mastery and their in ability writing procedure text.

G. The Scope of the Research

The scope of the research are:

a. Subject of the Research

The subject of the research is the students' at the first semester of the ninth grade of SMP N 16 Bandar Lampung

b. Objective of the Research

The objective of this research is the correlation between students' vocabulary mastery and writing procedure text

c. Place of the Research

Place of this research was conducted of the ninth grade in SMP N 16 Bandar Lampung.

d. Time of the Research

Time of research was conducted at the first semester of the Ninth Grade of SMP N 16 Bandar Lampung in the academic year of 2020/2021.

CHAPTER II

LITERATURE OF REVIEW

A. Theory

1. Vocabulary

a. Definition of Vocabulary

In learning English, vocabulary is an important of language. Vocabulary is knowledge meaning of words. It means that to improve all skill of language we need to master vocabulary. Peter say, a variety has studies proven appropriate vocabulary instruction benefits language students, especially school age learners.¹³ It means vocabulary teaching is really needed for the students, because it can improve the student's skills.

Vocabulary is knowledge of meaning of words. As stated by Brown, vocabulary is seen its central role, conceptualized meaningful language.¹⁴ It means in other word vocabulary is the important part that can make the language meaningful.

As we know there are four components of the language, phonology, grammar, morphology and vocabulary. Vocabulary is core components of language proficiency and provides much of basis for how learners write.¹⁵ It means that the first thing of people should learn the language skill easier and will be useful for the process of achieving language teaching objectives. It is one of

¹³ Peter Lucantoni, *Teaching and Assessing Skill in English as a Second Language*. (New York:Cambridge University Press, 2002).p.3

¹⁴ H. Douglas Brown, *Principles of Language Learning and Teaching*: 4th Edition, (New York: Addison Wesley Longman, 2000), p.377

¹⁵ Jack C.Richards And Willy A Renandya, *Methodology in Language Teaching*, An Anthology of Current Practice, (New York:Cmbridge University Press, 2002), p.255

the language component that should be mastered to get the language of target. Mastering great number of vocabulary, it will be easier for the students to learn a foreign language and use it for communication. Because in writing process, the researcher not only thinks the ideas, but they should think the use of vocabulary correctly to convey ideas how to make something.

It can be concluded vocabulary is knowledge of meaning of words. Because vocabulary is a component of language and provides much of basis for how learners write. If we want to make something, we need to master vocabulary.

b. Types of Vocabulary

Vocabulary has some types that need to be learned. There are types of vocabulary that are explained by the expert. According to Thornbury, words fall into one of eight different word classes :

- a. Verb is word which can be used with a subject to form the basis of a clause. In clause, verb often consist of an auxiliary verb+infinitive or participle. Example: will go. Most verbs refer to action, events or states.
- b. Noun are most often the name of people or things. Personal names (e.g George) and place name (Birmingham) are called proper nouns; they are usually used without articles.
- c. Adjective are used when we describe people, things, events, etc. Adjective are used in connection with nouns and pronouns. Example: apple, lemon, grape.

d. Adverbs, a word like tomorrow, once, badly which is used to say.

Example: when, where, or how something happens.

e. A pronoun is word like it, yourself, their, which is used instead of a more precise noun or noun phrase (like the cat, peter's self, the family's). The word pronoun can also be used for a determiner when this includes the meaning of the following noun which has been left out. For example: I will take these.

f. Preposition are word like on, off, into normally followed by noun or pronoun.

g. Conjunction is a word like and, but although, because, when, if which, can be used the join clauses together. For example: I rang because I was worried.

h. The determiner is one of a group of words that begin noun phrases determiner includes a/an, my this, each, either, several, more, both, all.¹⁶

In conclusion, word clause divided in eight kinds, such as verbs, noun, adjective, adverb, pronoun, preposition, conjunction, and determiner. In this research, the researcher was focus on learning adjective, noun, and verb. The reason of researcher focuses on adjective, noun, and verb, because it suitable for writing.

c. Aspects of Vocabulary

In vocabulary, as stated by Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are follows:

¹⁶Scoutt Thornbury. *Op Cit*, p.3.

1. Knowing the Meaning

The least problematic issue of vocabulary, it would seem, is meaning.

According to Harmer word meaning include.¹⁷

a. Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the foot of the mountain.

b. Antonym

The term antonym is used for opposite meaning of the word. For example: “right” is an antonym “left”.

c. Synonym

It means two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

d. Hyponyms

It means items that serve as specific examples of general concept. For example: the hyponyms of animal are dog, cat, and horse.

e. Connotation

A less obvious component of the meaning of an item is connotation.

The association, positive or negative feelings it evokes, which may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over

¹⁷Jeremy Harmer, *The Practice of English Language Teaching*. London:Cambridge,1998),p.18

and above it purely conceptual content. For example: “slim” has favorable connotation, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”.

2. Knowing the word use

Words do not just have different meanings, however they can be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such contexts black and yellow mean something else.

3. Knowing the word formation

As we know the students have to know things about word formation and how to change words to be compatible with different grammatical contexts. Word formation is also connected with suffixes and prefixes (im-, or in-) such as *imperfect* and *perfect*, *innappropriate* and *appropriate*, etc. Word form then means knowing how words are written and spoken form. The students need to know words are spelled and how they sound. For example, there is a clear relationship between the words *death*, *and dead*, *dying* and *die*, etc.

4. Knowing word grammar

The last is about word grammar. Which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. We make a distinction between countable and

uncountable noun. The former can be both singular and plural. We can say *one chair or two chairs, etc.*¹⁸

From those statements, it can be concluded that there are some aspects of vocabulary : they are word meaning, word use, word formation, and word grammar. In this research, the researcher was focused on the word meaning and word use that are suitable with writing.

d. Vocabulary Mastery

Learners need to master vocabulary, so that they will not hard to comprehend any kind of text when they are reading, making writing composition, or just talks to somebody. It means for learners to learn and recognize vocabulary, because it is the foundation in English Language Learning.

Vocabulary is knowledge meaning of words. It means that to improve all skill of language we need to master vocabulary. Peter say, a variety has studies proven appropriate vocabulary instruction benefits language students, especially school age learners.¹⁹ It means vocabulary teaching is really needed for the students, because it can improve the student's skills.

As we know there are four components of the language, phonology, grammar, morphology and vocabulary. Vocabulary is core components of language proficiency and provides much of basis for how learners write.²⁰ It means

¹⁸ *Ibid*, p.18-20

¹⁹ Peter Lucantoni, *Op Cit*, p.3

²⁰ Jack C.Richards And Willy A Renandya, *Op Cit*, p.255

that the first thing of people should learn the language skill easier and will be useful for the process of achieving language teaching objectives. It is one of the language componet that should be mastered to get the language of target. Mastering great number of vocabulary, it will be easier for the students to learn a foregin language and use it for communication. Because in writing process, the researcher not only thinks the ideas, but they should thing the use of vocabulary correctly to convey ideas how to make something.

In learning language activity, especially in writing the students can try to use the language by using vocabulary into certain text. Thornbury states, without grammar little thing can be conveyed, without vocabulary nothing can be conveyed.²¹ It means everyone can still advise us nothing if we do not know anything about vocabulary. Vocabulary is an essential part of language, which makes language meaningful. If learners have lack vocabulary and grammar, they still can communicate as long as speaker and listener understand each other, but if they do not have enough vocabulary knowledge, they can not communicate at all.

Vocabulary should be mastered in language learning especially in learning English as Foreign Language, vocabulary can be presenting or explaining in all kinds activities. According to Kridalaksana vocabulary represents:

²¹ScouttThornbury.*Op Cit*,p.13

- (1) language component claiming all information about the meaning and word usage (2) vocabulary mastery of the speaker or writer of a language.²²

From the theories above, the researcher concluded Vocabulary is core components of language proficiency and provides much of basis for how learners write. It means that the first thing of people should learn the language skill easier and will be useful for the process of achieving language teaching objectives. It is one of the language component that should be mastered to get the language of target. Mastering great number of vocabulary, it will be easier for the students to learn a foreign language and use it for communication. Because in writing process, the researcher not only thinks the ideas, but they should think the use of vocabulary correctly to convey ideas how to make something.

2. Writing

a. Definition of Writing

As we know writing is one of the language skills beside listening speaking and reading. Writing is one of the important skills to be mastered by students. It is one way for students to express their idea, an opinion or to send message and information from the writer to the reader. Raimes states, Writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand.²³ It means using writing the students can share their idea, feeling or anything that exist in our mind.

²² Harimurti Kridalaksana, *Kamus Linguistic* (Jakarta: PT. Gramedia Pustaka, 2008).

²³ Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University press, 1983), p.2

In writing, as stated by Oshima, writing is a progressive activity. It means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.²⁴ When we write, we organize the words to form sentence, the form what we may call a “Text”. To make a good writing the writer has to master the components, It supported by scoring system proposed from which Tribble states that, there are five different components in teaching writing namely contents, organization, vocabulary, language and mechanic.²⁵ It means if we want to make good writing you have must master the components.

From the explanation above, the researcher concluded that writing is very important to be learnt. Writing helps the students to express their ideas, feeling and thoughts in a written form. Writing also helps the students to improve and to solve other skill in learner language.

b. The Purpose of Writing

Writing is not only putting the sentences into a paper, but there are some purposes of writing. According to Grenville writing has some purposes. There are entertain, inform, and persuade.

²⁴ Alice Oshima, *Introduction Academic Writing*, (New York: Addison Wesley Longman, 1997), p. 2

²⁵ Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p. 130

Furthermore it can be concludes that the purpose of writing consists of entertain, inform and persuade. The first purpose is to entertain. Writing to entertain generally takes the form of creative writing the examples are novels, stories, poems, song lyrics, and screenplays. The second purpose is to inform. Writing is to inform the reader about something. And the last purpose is to persuade. Writing to persuade is to convince the reader of something. The examples are advertisements, newspaper, and magazine articles.

c. The Process of Writing

Writing is not an easy activity. Writing is the process of producing writing in the form of text. The students must do the writing process in order to produce good writing. In doing the writing process, the students must do to step by step, which will start from the process before writing to finish writing.

Writing cannot be produced instantly, it needs process- that is the stages a writer goes trough in order to produce something it in final writing form. Harmer said writing process is the stages a writer goes through in order to produce something in its final written form. This process may, of course be affected by the content (subject matter), of the writing, the type of writing (shopping lists, letter, essay, report, or novel), and the medium it is written in (pen and paper, computer word files, live chat).²⁶ It can be said that writing is not the instant product, writing is need a process.

²⁶Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate: Longman, 2007), p.39

Harmer also says, there are some of terms often used to refer to stages in the process writing:

Stages of Writing Process

Planning → drafting → editing → final version.

The following explanations and suggestions may be useful during particular stages of the writing process.

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making details notes. When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

b. Drafting

It refers to the first version of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way the final version.

c. Editing (Reflecting and Revising)

Once researcher have produced a draft, usually they read the text to know whether there is something that must be added and removed or not. After that, they make a new paragraph.

d. Final Version

Once the students have edited their draft, making the changes they consider to be necessary, they produce their final version.²⁷

And from source above, the researcher can concluded that there are some stages to make a good writing and they are; planning, drafting, editing, and final version.

d. Writing Ability

Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about something that we want to write in written form. Hyland adds that, writing is regarded as an extension of grammar – a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences.²⁸ It means writing is a skill that needs the complex knowledge in expressing ideas through written form into good sentences. Besides that writing is composition a complex process, which the students not only explore ideas and concrete to be realized in a paragraph but also the students should have ability in writing.

Ability is important because writing is one of crucial ways to deliver information through a language mastered by both the reader and the writer. The term of ability is defined as skill of power. Brown states, writing is in fact a transaction with words whereby you free yourself from what you presently think feel and

²⁷Jeremy Harmer, *Op.cit*, p.5

²⁸Ken Hyland, (1st Ed), *Second Language Writing*, (New York: Cambridge University Press, 2003), p.9

receive.²⁹ It means that writer makes the available to herself better than what she would be stuck with if he would actually succeeded in making her ideas clearly in written form.

In learning English, the students of writing ability can be seen as an important the aspects of learning. Writing ability is the skill of writer to communicate information to a reader or group or reader.³⁰ There are five scoring criteria for scoring of writing, they are :

1. Content (the ability to think creatively and develop thoughts)
2. Organization (the ability to write in appropriate manner)
3. Vocabulary (the ability to use of word/idiom)
4. Language (the ability to write appropriate structure)
5. Mechanic (the ability to use punctuation, capitalization, spelling and layout correctly).³¹ It means that if the students doing writing, they have must to attend five aspects of writing in order to make good writing.

Furthermore, the researcher concluded that writing ability is the skill to arrange the writing what you think and what you want to say using words or idea by expressing their ideas, feeling, information or imagination in the form of written text based on each components of writing such as: content, organization, vocabulary, language, and mechanics.

²⁹ Brown, H. Douglas. 1994. *Teaching by Principles*. New Jersey: Prentice Hall Inc

³⁰ Sanggam Siahaan, *Op.Cit.* p.2

³¹ Christopher Tribble, *Language Teaching Writing* (Oxford: Oxford University Press, 1996), p. 130

3. Text

According to Siahaan and Shinoda text is meaningful linguistic unit in a context; it is both spoken text and written text.³² It means that a text is a meaningful linguistic refer to any meaningful spoken or written.

Siahaan and Shinoda also stated that a text can be any linguistic unit. It can be a word, it can also be a sentence, beside, it can also be a paragraph, further it can be a text which is bigger than a paragraph.³³ It means that a text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.

According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure and recount, description, hortatory exposition, explanation, discussion, reviews.³⁴

It can be concluded that, there are 13 types of text in English. They are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews. In this research, the researcher focuses on the ability in writing procedure text.

³²Sanggam Siahaan & Krisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

³³Sanggam Siahaan and Krisno Shinoda, *Op.Cit*, p.2

³⁴Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Melbourne: Macmillan, 2003), pp.3-5

a. Procedure Text

Procedure text is any written English Text in which the writer describes how something is accomplished through a sequence of action or step.³⁵ Anderson and Kathy say that a procedure is a piece of text that tells how to do something.³⁶ It means procedure text is a kind of text that gives instruction on how to do something through set of steps which should be completed in the sequence to get a goal. Anderson and Kathy say that there three components of generic structure of a procedure text, namely;³⁷

b. Generic sructure

1. An introductory statement that gives the aim or goal. This maybe the title of the text or an introductory paragraph.
2. A list of the materials that will be needed to complete procedure:
 - This may be a list or a paragraph. This step may be left out in some procedures.
3. A sequence of steps in the order they need to be done:
 - Numbers can be used to show first, second, third, and so on.
 - The order is usually important; such word as now, next, and after this can be used.
 - Usually the steps begin with a command such as add, stir, or push.

³⁵Emi Emlia, *Pendekatan Gendre-Based dalam Penajaran Bahasa Inggris*: Petunjuk untuk Guru, (Bandung: Rizki, 2011), p.8.

³⁶Anderson, *Op.Cit*, p.51.

³⁷*Ibid*,p.52

c. Language Feature

- Use adverbial of sequence or using temporal conjunction. Example: first, second and so on.
- Using command or imperative sentence. Example: put the noodle into, cut the onion and so on.
- Using adverbial (adverbs) to express detail the time, place, manner accurate. Example: for minutes, 1 our, etc.
- Using action verbs. Example: make, take, boil, cook so on.

d. Example of Procedure Text;

Goal : HOW TO MAKE ICED FRUIT COCKTAIL WITH CONDESED MILK (ES TELER)

Ingredients: -150 g(1/2cups)sugar

-2pandan leaves, shredded lengthwise and tied in a knot

-3 1/2 tablesspoon (50ml)water

- 400g ripe avocado, cut into 1-cm cubes

- 400g ripe jackfruit, deseeded and cutb into 1-cm cubes

-3 young coconuts, meat scrapaed out.

- crushed ice

-condesed milk

Steps :-First, to make syrup, mix sugar, pandan leaves and water in a small saucepan

- Second, heat the mixture for a few minutes over low heat until sugar dissolves
- Third, to serve dessert, place generous spoonful of cubed avocado, jackfruit and young coconut into a serving bowl.
- Then, add a little syrup to sweeten, top with crushed ice and dizzel on a little condensed milk.
- Finally ready to serve immediately³⁸

Based on the explanation about the procedure text above, the researcher takes conclusion that the procedure text is a text that tells about how to do something through a series of steps. There are three generic structures that should be contains in procedure text, they are goal, materials, and procedure or steps. The researcher choose example of procedure text based on the book Siti Wachidah, the text is easy to be understood by the students, besides this text has been thought at SMP.

d. Writing Procedure Text

Writing is defined as a productive written language skill. Further, writing is a psychological activity of the language user to put information in the writing text.³⁹ It means that writing is one of language skill is used to express the ideas to share information each other reader through written form. The one type of writing is procedure text. Procedure text is any written English Text in which the writer

³⁸Siti Wachidah. *Bahasa Inggris Think Globally Act Locally*. Jakarta:Kementrian Pendidikan dan Kebudayaan, 2018. p.56

³⁹ SanggamSiahaan, and KisnoShinoda, *Op.Cit*, p.3

describes how something is accomplished through a sequence of action or step.⁴⁰

It means procedure text is a kind of text that gives instruction on how to do something through set of steps which should be completed in the sequence to get a goal.

In writing there are five components as stated by Tribble, there are content, organization, vocabulary, language, mechanics.⁴¹ It means that in writing has components must be mastered by the writer to get good writing. In procedure text writing ability, the writer expresses the idea or topic of the text not only keep attention about generic structure and grammatical features of procedure text, but the writer also has to keep attention about five aspects of writing include content, organization, vocabulary, language and mechanics, those are will be the assessment of writing.

Based on the explanation above, it can be concluded that ability writing procedure text is the ability of the students' to make text that gives instructions on how to make something through set of steps which should be completed in the sequence to get the goal which fulfill the criteria of good writing including content, organization, vocabulary, language and mechanics.

⁴⁰ Emi Emilia, *Op. Cit*, p.8

⁴¹ Cristopher Tribble, *Op.Cit*, p.130

B. Relevance Studies

Based on the previous research, there are some previous research. The first was conducted by Journal Hasan Nanang Subekti about The Correlation Between Students Vocabulary and Their Writing Competence. The result of the research was a significant the correlation between students vocabulary and their writing competence.

The second previous was conducted by Journal BaiqAniatunHuliani, The Correlation Among Students' Vocabulary Mastery, Students' Creativity, and Their Writing of Descriptive Text. result was there is a positive correlation between students' creativity and their writing of descriptive text.

In addition another research was conducted by Safitri. In State Institute of Islamic Studies Raden Intan Lampung, (2016) about "The Correlation Between Students Vocabulary Mastery and Their Recount Text Writing Ability". The result was significant correlation between Students vocabulary mastery and their recount text writing ability.

C. Frame of Thinking

In language learning, English as a foreign language facilitates the students to communicate with other in listening, speaking, reading, and writing. Vocabulary is one of the important factors that should be mastered in learning language. We learn vocabulary to know the meaning of words. It is very important for the

students to master vocabulary in large number. However if the students want to write English well, vocabulary should be mastered by them.

Vocabulary and writing can not be separated because vocabulary is one of the components of writing. When students have good vocabulary they will be able to write a good composition of writing. If the students fail to master vocabulary, they will find difficulties for conveying their ideas in writing. Especially in writing procedure text, the students should be able to express their ideas, feeling, and brain to make an opinion.

Based on the frame of thinking above, the researcher concluded that vocabulary mastery affects the ability in writing especially in writing procedure text. If the students' vocabulary is good, it can be predicted that they can be write well. Meanwhile, if the students' vocabulary mastery is not good, it can predicted that their writing can not be good as well.

D. Hyphotesis

H_a : There is a significant correlation between student's vocabulary mastery and their ability in writing procedure text at the first semester of the ninth grade SMP N 16 Bandar Lampung 2020/2021.

H_o: There is no significant correlation between student's vocabulary mastery and their ability in writing procedure text at the first semester of the ninth grade SMP N 16 Bandar Lampung 2020/2021.

REFERENCES

- Anas, Safitri *The Correlation Between Vocabulary Mastery and Their Recount textWriting Ability at Second Semester of Eight Grade of MTs N 02 Way Kanan in The AcademicYear of 2015/2016* (State Institute of Islamic Studies Raden Intan Lampung). Unpublished.
- Anderson, Mark & Kathy Anderson. 2003. *TextTypes in English 2*. Melbourne: Macmillan.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta:Rinaka Cipta.
- Ary, Donald, et al. 2010. *Introduction to Research in Education*, Wadsworth: Belmont.
- Best, W. John and Khan, V. James. 1995. *Research in Education*. (7th Edition). New Delhi: Prentice Hall.
- Brown, H. Douglas *Principles of Language Learning and Teaching*: 4th Edition, (New York: Addison Wesley Longman, 2000).
- Creswell, W. John. 2012. *Educational Research: Planing, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: PearsonEducation Inc.
- Emlia, Emi. 2011. *Pendekatan Gendre-Based dalam Pengajaran Bahasa Inggris*: Petunjuk untuk Guru, Bandung.
- Frankle, Jack R & Norman E.Wallen. *How to design and Evaluation Research in Education* (New York:McGraw Hill, 2005).
- Fraenkel, Jack C &Norman E.Wallen. (8th Edition). 2009. *How to Design and Evaluate Research in Education*. New York: Mc Graww-Hill Book Co.
- Grenville, Kate. 2001.*Writing From Start to Finish a Six-Steps Guide*. New South Wales: Allen & Unwin

Harmer, Jeremy . 1998. *The Practice of English Language Teaching*. London: Cambridge.

_____, Jeremy. 2007. *How to Teach Writing*. Edinburgh Gate: Longman

BaiqAniatunHuliani, The Correlation Among Students' Vocabulary Mastery, Students' Creativity, and Their Writing of Descriptive Text. *Voices of English Language Education Society*, Vol. 3 No. 1, (2019), p.31 <http://e-journal.hamzanwadi.ac.id/index.php/veles/article/view/1017> accessed on November 12th, 2019

Knapp, Peter and Megan Watkins. 2005. *Genre, text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press.

Kouame, Julien B. 2010. *Journal of Multi Discliiplinary Evaluation, Volume 6, Number 14 ISSN 1556-8180*, Using Readability Test to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participant. Western Michigan: University.

Lucantoni, Peter *Teaching and Assessing Skill in English as a Second Language*. (New York: Cambridge University Press, 2002

Marczyk, Geoffrey et. al. 2005. *Essential Of Research Design And Methodology*. New Jersey :Jhon Willey Son Inc.

Oshima, Alice. 1997. *Introduction Academic Writing*. New York: Addison Wesley Longman.

Rimes, Ann. 1983. *Techniques in Teaching Writing*. New york. : Oxford University Press.

Thornburry, Scott *How to Teach Vocabulary* (Essex: longman Pearson Educationbn Limited, 2002).

Setiayadi, Ag Bambang. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.

- Siahaan, Sanggam. 2008. *Generic Text Structure*. Yogyakarta:Graha Ilmu.
- , Sanggam & Shinoda Krisno. 2008. *Generic Text Structure*. Yogyakarta:Graha Ilmu.
- Subekti, Hasan Nanang Bagus. *The Correlation Between Students Vocabulary Mastery and Their Writing Skill of Secondary School Students*. Journal English Language And Teaching (JEELT) VOL.1.NO.2,2017.
- Sugiono, 2012. *Statiska Untuk Penelitian*. Bandung: Alfabeta.
- Tribble, Christopher. 1996. *Language Teaching Writing*. Oxford University Press.
- Wachidah, Siti. *.Bahasa Inggris Think Globally Act Locally*. Jakarta:Kementrian Pendidikan dan Kebudayaan, 2018.
- W, John Best & James V Kahn.1995. *Research in Education*. New Delhi: Prentice- Hall.
- Yunita, Interview with the English Teacher of SMP 16 Bandar Lampung, Desember,12th, 2019
- Zhi-liang, Liu. (2010). A Study of English Vocabulary Learning Strategies for Non-English Majors in Independent College. Available on <http://ejournal.usd.ac.id/index.php/IJLS/article/view/1064>, accessed Sunday 12th, May 2019